

Within this financial year (Sept20-March 21), we are expecting to receive about £27,000 to support children's catch up - this constitutes 7/12 of the total offer for the academic year which is known to be £46,480 [DFE allocation spreadsheet and guidance](#).

We will undertake an impact evaluation at the end of each term to assess the extent to which: we are achieving VfM; each separate strategy is impacting.

Amount	Purpose	Proposed Impact
£10,000	Proportion of Blended Learning Leader's salary	A co-ordinated, organised approach to intervention and future coverage as children who have fallen from their trajectory may miss further education through periods of self-isolation and/ or closure of bubble/ school etc.
£8,000	Proportion of UPS teacher's salary. UPS teacher to deliver targeted intervention as per the menu of activities to be created by the Blended Learning Leader (BLL)	Excellent provision of intervention through a known specialist teacher.
£9,000	To pay teachers and trainees to deliver 40 minute sessions either to individuals/ small groups. We are using school staff so that relationships underpin the tuition and the children are more likely to feel comfortable and ready to learn. Staff will be paid £30 per hour and 20 minutes of that will be planning time. We do not believe that an hour's tuition will give extra benefit due to intensity required when undertaking small group/ 1-1 work.	Children have the opportunity to catch up and thereafter keep up by virtue of excellent, relationship-rich, targeted intervention.

£9,000 = 300 sessions.

Autumn term 150 sessions of tuition to occur

Spring Term 150 sessions of tuition to occur

These sessions may be after school and/ or on Saturday am

Sessions run by UPS T/ BLL might be in school or their day will operate differently - eg start at 11 finish at 5 so no extra payment will be given for sessions these staff conduct.

If the BLL runs Saturday school, they will not be paid additionally but instead will take a day in LIEU of that particular week.

Park's Blended Learning and Catch up offer

Offer	Quality First Provision	Targeted Group Intervention	1-1
EYFS	<p>Class teachers will identify gaps through assessment and look at last year's missed coverage if applicable. This is why we have chosen for CR to move up with the children from Nursery to Reception. They will then plan for and teach the imperative gaps alongside the current year's curriculum to ensure that learning is systematic and in context. Where teachers have identified children that are starting from a lower level of development or are not meeting their trajectory, interventions will be put in place with a member of the EYFS team either in small groups or 1:1. In class learning and additional home learning will be accessible from home through the Tapestry app where teachers and families can share videos and resources to support children's learning.</p>	<p>Identification Process:</p> <ul style="list-style-type: none"> ● Teachers to identify through formative assessment any children that require additional support as they are starting from a lower level or development or are not meeting their trajectory or require additional support due to SEND ● Children who have had a period of absence due to self isolation may be identified as needing additional catch up intervention ● Children with similar intervention needs will then be grouped ● We will then decide on who will run the intervention and when depending on timetabling and the current risk assessment this may be during school hours or after school ● If a child is isolating at home we may facilitate for the staff member running the intervention to show the parent via googlemeet how to administer this at home 	<p>Identification Process:</p> <ul style="list-style-type: none"> ● Teachers to identify through formative assessment any children that require additional support as they are starting from a lower level or development or are not meeting their trajectory or require additional support due to SEND ● Children who have had a period of absence due to self isolation may be identified as needing additional catch up intervention ● If there are no other children with a similar learning issue or if the child has additional needs that mean running the intervention in a group setting would not be in the best interests of the child then the intervention will be ran 1:1

<p>KS1</p>	<p>Class teachers will identify gaps through assessment and look at last year's missed coverage if applicable. This is why we have chosen for KA to come up with the children from Reception to Y1. They will then plan for and teach the imperative gaps alongside the current year's curriculum to ensure that learning is systematic and in context. Where teachers have identified children that are not meeting their trajectory, interventions will be put in place with a member of the school staff team either in small groups or 1:1. In class learning and additional home learning will be accessible from home through the GoogleClassroom where teachers can share the must, could, should aspects of the curriculum for children to learn from at home.</p>	<p>Identification Process:</p>	<p>Identification Process</p>
		<ul style="list-style-type: none"> ● Teachers to identify through formative and summative assessment any children that require additional support as they are not meeting their trajectory or require additional support due to SEND ● Children who have had a period of absence due to self isolation may be identified as needing additional catch up intervention ● Children with similar intervention needs will then be grouped ● We will then decide on who will run the intervention and when depending on timetabling and the current risk assessment this may be during school hours, after school or online ● If a child is isolating at home we may facilitate for the staff member running the intervention to show the parent via googlemeet how to administer this at home if the child is unable to access the intervention on GoogleMeet due to their age or an additional need 	<ul style="list-style-type: none"> ● Teachers to identify through formative and summative assessment any children that require additional support as are not meeting their trajectory or require additional support due to SEND ● Children who have had a period of absence due to self isolation may be identified as needing additional catch up intervention ● If there are no other children with a similar learning issue or if the child has additional needs that mean running the intervention in a group setting would not be in the best interests of the child then the intervention will be ran 1:1 during school hours, after school or online

<p>KS2</p>	<p>Class teachers will identify gaps through assessment and look at last year's missed coverage if applicable. This is why we have chosen for one teacher to move up with each year group in KS2. They will then plan for and teach the imperative gaps alongside the current year's curriculum to ensure that learning is systematic and in context. Where teachers have identified children that are not meeting their trajectory, interventions will be put in place with a member of the school staff team either in small groups or 1:1. In class learning and additional home learning will be accessible from home through the GoogleClassroom where teachers can share the must, could, should aspects of the curriculum for children to learn from at home.</p>	<p>Identification Process:</p>	<p>Identification Process</p>
		<ul style="list-style-type: none"> ● Teachers to identify through formative and summative assessment any children that require additional support as they are not meeting their trajectory or require additional support due to SEND ● Children who have had a period of absence due to self isolation may be identified as needing additional catch up intervention ● Children with similar intervention needs will then be grouped ● We will then decide on who will run the intervention and when depending on timetabling and the current risk assessment this may be during school hours, after school or online ● If a child is isolating at home we may facilitate for the staff member running the intervention to show the parent via googlemeet how to administer this at home if the child is unable to access the intervention on GoogleMeet due an additional need 	<ul style="list-style-type: none"> ● Teachers to identify through formative and summative assessment any children that require additional support as are not meeting their trajectory or require additional support due to SEND ● Children who have had a period of absence due to self isolation may be identified as needing additional catch up intervention ● If there are no other children with a similar learning issue or if the child has additional needs that mean running the intervention in a group setting would not be in the best interests of the child then the intervention will be ran 1:1 during school hours, after school or online